



Communities That Care

Community Planning Training

Developing
Community-Level
Outcomes

Trainer's Guide
(120 minutes)

Module 2

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Mouse-Click Icon

(for a computer-based presentation)
The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



Slide 2-1

Notes

Module 2

Communities That Care

Developing Community-Level Outcomes

Mental Set: Putting the Pieces Together

Imagine that you're putting together a puzzle. When you dump the pieces out of the box, you notice that all of the pieces are white. There is no picture that will be made once the puzzle has been put together. How hard would a puzzle like this be to complete? Where would you begin? Without a clear picture of the goal, the process of reaching the goal would be difficult, if not impossible.

Now imagine that you're putting together a picture of a sunset and a mountain. You could start by grouping pieces of a similar color together. Or, you could find pieces that are part of the mountain and work from there. With a picture of the end in mind, putting together the puzzle becomes much easier.

Outcome-focused planning is similar in that it begins with the end in mind and works backward in a logical way that connects all of the decisions to the desired end. As with putting together the puzzle, having a clear picture of the desired outcome will help you realize the vision you have for your community's youth and guide you toward reaching that goal.

In this module, you will be learning how to use your risk- and protective-factor assessment to develop desired outcomes that will help guide your selection of tested, effective programs, policies and practices. The outcomes will also serve as the starting point for later evaluation of your progress.

Phase Four:
Creating a Community Action Plan

Community Planning Training Day One: Strategic Planning

Module 1 Overview
Milestone: The Community Board has the capacity to create a focused Community Action Plan

Module 2 Developing Community-Level Outcomes
Milestone: Specify the desired outcomes of the plan, based on the community assessment data

Module 3 Selecting and Investigating Programs, Policies and Practices
Milestone: Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps

Module 4 Developing Participant and Implementation Outcomes
Milestone: Develop implementation plans for each program, policy or practice selected

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Slide 2-2

WE ARE HERE.

Notes

Let participants know that you will continue covering the milestone “Specify the desired outcomes of the plan, based on the community assessment data” in this module.



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Module 2 goal

The Community Board will learn how to develop outcome-focused prevention plans.

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Module 2 goal

The Community Board will learn how to develop outcome-focused prevention plans.

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Review the goal of the module.

Objectives

Participants will be able to:

1. Define outcome-focused planning.
2. Write desired outcomes:
 - Behavior outcomes
 - Risk-factor outcomes
 - Protective-factor outcomes
3. Prepare for community evaluation.

Community Planning Training

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Slide 2-4

Notes

Review the objectives.



Slide 2-5

Notes

Outcome-focused planning

Communities That Care

Planning

Vision for healthy youth

Community-level outcomes

Behavior outcomes

- Decrease in problem behaviors

Risk- and protective-factor outcomes

- Increase in protective factors
- Decrease in risk factors

Program-level outcomes

Participant and implementation outcomes

- Changes in participant knowledge, attitudes, skills or behavior
- Program implementation fidelity

Community Planning Training

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Objective 1: Define outcome-focused planning.

Mental Set

1. Ask participants: “How many simple math equations can you think of that will result in an answer of 30?”
2. Take some responses. A few possible answers include 20 plus 10, 3 multiplied by 10 and 120 divided by 4.
3. Ask them how they arrived at their answers. What methods did they use?

Debrief: *By starting with the end in mind, you already had the answer before you started working on possible ways to reach it. As you can see on this slide, outcome-focused planning is similar. It focuses on the vision for your community's youth before deciding on the methods for reaching that goal.*

As I said during Module 1, desired outcomes should be specific and measurable—such as reducing a specific risk factor by a certain amount by a particular date. The process of outcome-focused planning helps you clearly define measurable, achievable steps toward the vision you have for your community's youth.



Slide 2-6

Notes

Objective 1: Define outcome-focused planning.

I'm going to spend the next few minutes expanding on the information about outcome-focused planning that I gave you in Module 1. So, let's take a look at the planning model again.

It's important to think of the big picture when it comes to the youth in your community. What kind of adults do you want your community's children to become? What kind of values do you want them to have? The answer to these questions will be the vision you have for your community's youth.

Outcome-focused planning first considers the long-term vision, or desired outcome, for your community's youth. This vision drives the outcome-focused planning process and fosters positive youth development. By starting with the vision for your community's youth and working backward to achieve that vision, you stay focused on the best possible outcome.

The vision is the final outcome of the process.



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Notes



Objective 1: Define outcome-focused planning.

What changes in behaviors will be necessary to help you achieve your community's vision? The answer to this question will become your desired behavior outcomes.

Only after a clear vision for your community's youth is in place does the planning process begin. As you know, adolescent behavior problems are obstacles to making your community's vision a reality. When you draft your behavior outcomes, you begin the planning process by focusing on long-term, measurable changes you hope to achieve in terms of decreased behavior problems and a resulting increase in positive youth development.



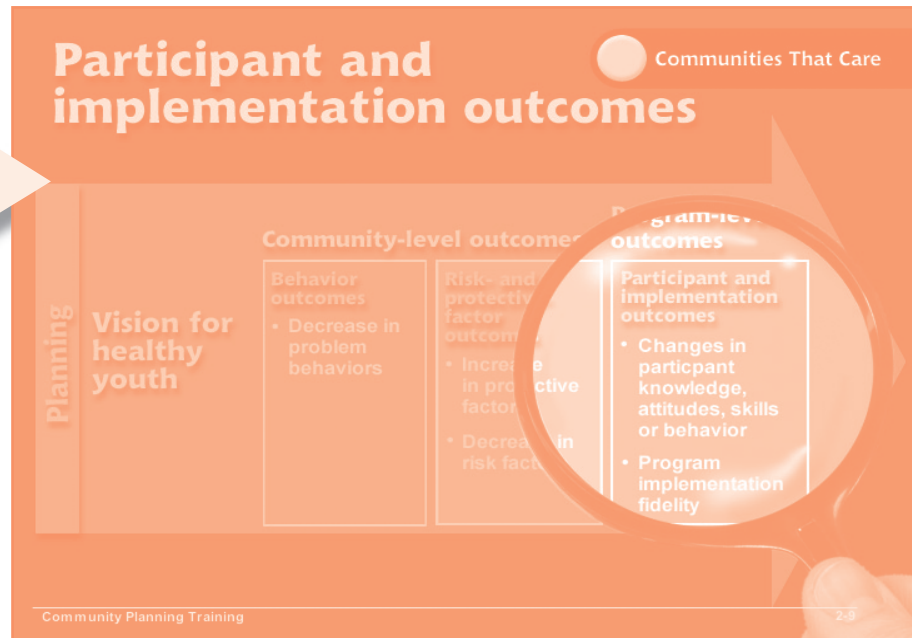
Slide 2-8

Once you have identified the behavior outcomes you want to achieve in 3 to 10 years, the next step is to identify what changes in your priority risk and protective factors will be required in the next 1 to 4 years in order to achieve those longer-term outcomes. The answer to this question will become your desired risk- and protective-factor outcomes. Of course, you'll want to address those risk factors that are most elevated in your community and those protective factors that are most depressed.



Slide 2-9

Notes



Objective 1: Define outcome-focused planning.

Once you have identified the changes you want to achieve in your priority risk and protective factors, the next step is to select tested, effective programs, policies and practices that can help you achieve those outcomes. Different programs, policies and practices address different risk and protective factors. Your goal is to choose programs, policies and practices that have been proven effective in reducing the risk factors and enhancing the protective factors that your community has chosen as its priorities.

After you have selected a specific program, policy or practice, you will then develop desired program-level outcomes, which include participant and implementation outcomes. Participant outcomes specify the changes that the program will need to make in participants' knowledge, attitudes, skills or behavior in order to achieve the desired risk- and protective-factor outcomes. Implementation outcomes measure the way in which a program will effect change.

This outcome-focused process uses a logic model that helps you think clearly about effecting change. It tells you, "If you want this change to occur, here's what will need to happen at each step along the way in order to produce that change."

Note to trainers: Remind participants that participant and implementation outcomes will be discussed in a later module, as they are not community-level outcomes.



Slide 2-10

Notes

A successful vision statement

Communities That Care

- Be clear.
- Create a positive picture.
- Gain community agreement.
- Support the planning process.

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Objective 2: Write desired outcomes.

Note to trainers: Different communities will be at different stages with their vision statements. If the community you are working with has completed its vision statement, turn now to the explanation of writing community-level outcomes on page 2—16.

If the community is still working on its vision, continue with the script below.

Before we get into the specifics of writing community-level outcomes, let's talk about where you are with your vision for your community.

When you worked on your vision during the Community Board Orientation, you learned that it's important to keep the focus on the goal your vision is setting rather than on trying to write the perfect vision statement. At the same time, most successful vision statements have certain qualities in common. Keep these points in mind as you finalize your vision statement:

- *A clearly defined vision statement will serve as the focus for mobilizing the efforts of the community. It will be the rallying point for community members.*
- *It should create a positive picture for your community's youth. It should always have the best interests of your community's youth in mind.*
- *Members of the community should agree on the vision statement. Having members of the community working toward a common, agreed-upon goal is essential for mobilizing the community's efforts.*
- *A clearly defined vision statement will help keep the process moving forward. With the vision in place, community members will continue to work toward the common goal of helping the community's youth.*

Vision statement examples

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Our vision is a healthy community in which each member contributes to an environment of respect, honesty, responsibility and caring.

Our vision is a community that has harnessed its creativity and resources to provide each young person with the opportunity to grow up safe, healthy and happy.

Community Planning Training

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Slide 2-11

Notes

Objective 2: Write desired outcomes.

Here are some vision statement examples.

Review the slide.

Note to trainers: At this point, give participants about 5 minutes to develop an action plan for completing work on their vision statement. Ask them to decide who will be responsible for the work and when it will be ready to share with others, including the community.



Slide 2-12

Notes

Objectives for your community

Communities That Care

- Measuring changes
- Measuring progress
- Knowing what actions will take place



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2-12


Objective 2: Write desired outcomes.

With your vision statement in place, you can begin writing desired community-level outcomes. When writing an outcome, it is important to keep in mind that you are specifying the change you hope to see in a behavior over time. There are many advantages to specifying clear outcomes. What do you think some of those advantages are?

List responses on easel paper. Be sure that the following points are covered:

- Desired outcomes are statements of measurable changes we seek. They help ensure that everyone is focused on the desired changes.
- Desired outcomes that are based on your community assessment data will help you determine how far you have progressed and provide accountability.
- Desired outcomes steer you directly to the types of programs, policies or practices that you will want to consider. You'll be selecting programs, policies or practices that research has shown can achieve those desired outcomes.

Writing outcomes: common format



1. Change in what
2. As measured by
3. The baseline or starting point for comparison
4. By how much, by when

Community Planning Training

2-13



Objective 2: Write desired outcomes.

You'll need to use a common format to specify desired outcomes. The following statements may help you be consistent in what is addressed.

Review each item as you click it onto the screen.



This describes the changes you want to effect among the community's youth. An example would be a decrease in alcohol use among current 10th graders.



This describes the data used to measure the problem behavior or positive behavior. For example, alcohol use in the past 30 days, as measured by the Communities That Care Youth Survey.



This describes the current level of the problem behavior or positive behavior in the community. This is identified by your baseline community assessment.



This describes the amount of change you hope to achieve, and the date by which you expect to see the change.



Slide 2-14

Notes

Behavior outcome components

Communities That Care

1. Behavior outcome to change
2. Indicator used to measure the outcome
3. Baseline data
4. How much change, by when

Community Planning Training

2-14

Objective 2: Write desired outcomes.

We're going to start with writing behavior outcomes.

These outcomes help you identify the changes that need to be made in behaviors in order to reach your vision. The outcomes you'll write here will address each of the behaviors you want to change.

Behavior outcomes should include several components.

Note to trainers: To see a catalog of behavior and risk-factor indicators, direct participants to the appendix.

Review each item as you click it onto the screen.



This is the behavior you would like to address. Problem behaviors include alcohol and other drug use, teen pregnancy, delinquency, school dropout and violence.



The indicator used to measure the behavior. For example, the prevalence of alcohol, tobacco, marijuana and other illicit drug use in the past 30 days; or the number of females aged 14 to 17 who have given birth.



The baseline data serve as the starting point from which you will measure future change. The baseline data come from your community assessment.



I'd like to suggest two possible methods for stating the change you hope to achieve:

1. One method involves the actual change in the percentage or other measure used. For example, you may want to go from the current baseline of 42% of students reporting they used alcohol in the past 30 days to 35% of students reporting they used alcohol in the past 30 days.

2. The other method for stating the change you want to achieve is to use comparison data. For example, you may want to reduce family management problems as measured by the poor family discipline scale on the Communities That Care Youth Survey from a current baseline that is above the Communities That Care normative database score of 50 to below the normative score of 50.

Remember that behavior outcomes are long-term. You may not see changes in these outcomes for 3 to 10 years, so be sure that you reflect that long-term focus when you select target dates for achieving outcomes.

Notes



Slide 2-15

Notes

Behavior outcome format



1. To decrease alcohol and other drug use...
2. ...as measured by 8th-grade students reporting alcohol use within the last 30 days on the *Communities That Care Youth Survey*...
3. ...from the current baseline of 22% of 8th graders...
4. ...to 15% of 8th graders by 2006.

Community Planning Training

2-15

Objective 2: Write desired outcomes.

Check for understanding.

Now let's take a closer look at the format of a behavior outcome. This will help you see how the components we just went over work together as a whole.

Review each item as you click it onto the screen.



What is the problem behavior we want to decrease?
Pause for response. *That's right—alcohol and other drug use.*



What was the indicator used to measure the problem behavior of alcohol and other drug use?
Pause for response. *That's correct—8th-grade students reporting alcohol use within the last 30 days on the Communities That Care Youth Survey.*



What is the current baseline for this problem behavior according to this community's assessment?
Pause for response. *That's correct—22% of 8th graders reported using alcohol within the last 30 days.*



What do we want the change to be, and by when?
Pause for response. *Right—a decrease to 15% by 2006.*

Behavior outcome example



To decrease alcohol and other drug use as measured by 8th-grade students reporting use of alcohol within the last 30 days on the *Communities That Care Youth Survey* from the current baseline of 22% to 15% by 2006.

Current baseline: 22% of 8th graders

Desired outcome by 2006: 15% of 8th graders

Community Planning Training

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Slide 2-16

Notes

Objective 2: Write desired outcomes.

Review the slide.

This is an example of what a completed behavior outcome might look like. You can use this example as a guide in our next activity.

This activity will give you a solid foundation for further developing your behavior outcomes. You should not feel that the outcomes will be set in stone here or that other community members should not give their input. On the contrary, establishing initial desired outcomes here will give you something to talk about with community members.

You should try to draft at least 2 to 5 behavior outcomes for your community at this training. When you begin the process in your community, you may receive feedback indicating that more outcomes are needed.

Note to trainers: The following activity involves the Strategic Planning Worksheet. A copy of this worksheet is included in the Trainer's Guide, and in each Participant's Guide. Use easel sheets to create a large copy of the Strategic Planning Worksheet, so that participants can see the decisions that are recorded. After the training, the Coordinator/Facilitator should use the newsprint to create a typed master copy of the Strategic Planning Worksheet. The master copy will be used in the development of the Community Action Plan.

If the community you are working with has completed its vision statement, record the statement on the newsprint copy of the Strategic Planning Worksheet before beginning the activity.

Activity: Behavior outcomes

Time: 25 minutes

Instructions:

- Ask the entire group which behaviors they want to address as part of their plan. These will depend on the results of their community assessment as well as on issues of particular concern to their community. List the identified behaviors on the newsprint copy of the Strategic Planning Worksheet.
- Assign one of the identified behaviors to each table group.
- Have each group write a desired behavior outcome, using the Behavior Outcomes Worksheet in their Participant's Guide. Circulate and provide assistance to groups as needed. Allow about 5 minutes.
- Debrief. Have each group present its outcome to the larger group. Record each outcome in the appropriate place on the newsprint copy of the Strategic Planning Worksheet.

Behavior Outcomes Worksheet

Behavior to be addressed:

Indicator used to measure the behavior (from your community assessment):

Baseline (from your community assessment):

How much change?

By when?

Desired behavior-outcome statement:

Strategic Planning Worksheet

Community: _____

Community vision: _____

Community resources assessment

Priority risk factors

Existing resources

Risk and protective factors that need new tested, effective resources:

Identified gaps, issues and barriers:

Community-level outcomes

Identified behaviors:

Behavior outcomes:

Identified priority risk factors:

Risk-factor outcomes:

Identified protective factors:

Protective-factor outcomes:

Activity

Potential programs, policies and practices

1: _____

2: _____

3: _____

4: _____

Program-level outcomes

Participant outcomes:

Program 1: _____

Program 2: _____

Program 3: _____

Program 4: _____

Implementation outcomes:

Program 1: _____

Program 2: _____

Program 3: _____

Program 4: _____

Systems-change strategies

Program 1: _____

Program 2: _____

Program 3: _____

Program 4: _____

Priority risk-factor outcome components

Communities That Care

1. Priority risk-factor outcome to change
2. Indicator used to measure the outcome
3. Baseline data
4. How much change, by when

Community Planning Training

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Slide 2-17

Notes

Objective 2: Write desired outcomes.

Desired priority risk-factor outcomes identify the changes you will need to make in your priority risk factors in order to achieve the desired behavior changes you specified earlier. Risk-factor outcomes are written in much the same way as the behavior outcomes you just wrote.

Review each item as you click it onto the screen.



→ *This is the priority risk factor you would like to change, based on your community assessment. It's important to ensure that you address those risk factors that are elevated in your community and that influence and predict your desired behavior outcomes.*



→ *The indicator used to measure the priority risk factor. For example, the perceived availability of drugs as measured by the Communities That Care Youth Survey.*



→ *The baseline data indicate where your community stands on this risk factor at this point, according to your community assessment. This is the starting point from which you will measure change.*



→ *This states how much change you want to achieve in this risk factor and by when. Like behavior outcomes, this change can be stated as a net change, from 22% to 17%, or to above or below a state or national average. As you know, changes in priority risk factors may take from 1 to 4 years.*



Slide 2-18

Notes

Priority risk-factor outcome format



1. To decrease family management problems...
2. ...as measured by 8th-grade students reporting poor family discipline on the *Communities That Care Youth Survey*...
3. ...from the current baseline risk-factor scale score of 55...
4. ...to below the normative database score of 50 by 2006.

Community Planning Training

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Objective 2: Write desired outcomes.

Check for understanding.

Now let's take a closer look at an example of a priority risk-factor outcome. This will help you see how the components we just went over work together as a whole.



What is the priority risk factor we want to decrease?
Pause for response. Right—family management problems.



What was the indicator used to measure family management problems on the community assessment?
Pause for response. Correct—8th-grade students reporting family discipline problems on the Communities That Care Youth Survey.



What is our baseline from the community assessment?
Pause for response. That's correct—a risk-factor scale score of 55.



How much change do we want to see, and by when?
Pause for response. Yes, we want to be below the normative score of 50 by 2006.



Slide 2-19



Slide 2-20

Notes

Priority protective-factor outcome format



1. To increase bonding to family...
2. ...as measured by 10th graders reporting family attachment on the *Communities That Care Youth Survey*...
3. ...from the current baseline protective-factor scale score of 41...
4. ...to above the normative database score of 50 by 2006.

Community Planning Training

2-20

Objective 2: Write desired outcomes.

Priority protective-factor outcomes specify the desired changes you want to make in protective factors, based on your community assessment. Your protective-factor outcomes will, in conjunction with your risk-factor outcomes, help produce your desired behavior outcomes.

As you know, there is no archival data for protective factors, so you will be using only your Communities That Care Youth Survey data for these outcomes. Writing desired protective-factor outcomes is similar to writing behavior and priority risk-factor outcomes.

Let's take a closer look at an example of a desired protective-factor outcome. It follows the same format for outcomes that we used before.



The protective factor you want to increase is bonding to family.



The indicator used to measure the protective factor is the family attachment score for 10th graders on the Communities That Care Youth Survey.



The current baseline is a protective-factor scale score of 41.



We want to change it from the current baseline, which is below the normative database score, to above the normative score of 50 by 2006.

Priority protective-factor outcome example



To increase bonding to family as measured by 10th graders reporting family attachment on the *Communities That Care Youth Survey* from the current baseline protective-factor scale score of 41 to above the normative database score of 50 by 2006.

Current baseline: protective-factor scale score of 41

Desired outcome by 2006: above normative database score of 50

Community Planning Training

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Notes

Objective 2: Write desired outcomes.

Here is an example of a completed protective-factor outcome. Use this as a guide when you begin to draft your outcomes.

Check for understanding.

Raise your hand if you think you can write a risk-factor or protective-factor outcome. You will need to write a desired outcome for each priority risk factor and priority protective factor identified in your community assessment.



Slide 2-22

Notes

Activity: Writing your priority risk-factor outcomes

Communities That Care

- Work with your table group to write one priority risk-factor outcome. Use the Risk-Factor Outcomes Worksheet in your Participant's Guide.
- Share your outcome with the large group.

Community Planning Training

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Objective 2: Write desired outcomes.

Activity: Risk- and protective-factor outcomes

Time: 25 minutes

Instructions:

1. Have the large group identify their priority risk factors based on their community assessment. List these on the easel sheet copy of the Strategic Planning Worksheet.
2. Assign each table group one of the priority risk factors. Try to ensure that the risk factor assigned to each table group is predictive of the problem behavior that the group used to develop its behavior outcome. Be sure that participants understand the connection between their assigned risk factor and the problem behavior they dealt with earlier.
3. Have participants work with others at their table to write one outcome for their assigned priority risk factor. Instruct them to use the Risk-Factor Outcomes Worksheet in their Participant's Guide. Circulate and provide assistance as needed. Allow about 5 minutes.
4. Debrief. Have each group present its outcome to the larger group. Record each outcome in the appropriate place on the easel sheet copy of the Strategic Planning Worksheet.
5. Next, as a large group, identify any priority protective factors based on the community assessment. List these on the easel sheet copy of the Strategic Planning Worksheet. Together, develop one or two priority protective-factor outcomes. Record the outcomes on the easel sheet copy of the Strategic Planning Worksheet.

Risk-Factor Outcomes Worksheet

Assigned priority risk factor:

Indicator to measure this risk factor (from your community assessment):

Baseline (from your community assessment):

How much change?

By when?

Desired priority risk-factor-outcome statement:



Slide 2-23

Notes

Understanding how outcomes work

Communities That Care

- Identify targets for prevention-planning efforts.
- Evaluate the impact of prevention efforts over time.
- Engage Key Leaders and community members in supporting prevention.

Community Planning Training

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Objective 3: Prepare for community evaluation.

Now that we have community-level outcomes to work with, the next step involves putting those outcomes to work in your community. The initial steps for using community-level outcomes involve understanding what they can do for your community.

- *In the next module, you will use your desired outcomes to identify specific programs, policies and practices that can help achieve those changes in behaviors, risk factors and protective factors.*
- *Reaching community-level outcomes is a process that takes place over time. The three different types of community-level outcomes you developed are measured at different times in the process. This means that you can check for progress at several points along the way. You don't have to wait to see reductions in alcohol or other drug use or delinquency, for example. You can measure the impact of your prevention strategies earlier by tracking your progress toward the desired risk- and protective-factor outcomes that will lead to lower rates of substance abuse or delinquency over time.*
- *Clearly defining the outcomes you want to achieve through your prevention efforts, then measuring progress toward those outcomes, builds the support of Key Leaders and the community for prevention by increasing accountability for results. Funders, in particular, like to see this level of accountability for how their money is spent.*

Monitoring outcomes

Communities That Care

- Conduct the *Communities That Care Youth Survey* every 2 to 3 years. Readministration of the survey can give a clear picture of changes in risk and protective factors.
- Collect archival data every 2 to 3 years.

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Notes

Objective 3: Prepare for community evaluation.

Once you have defined and agreed upon your community-level outcomes, monitoring the outcomes is important in order to gauge progress:

- New student data should be gathered every 2 to 3 years with the *Communities That Care Youth Survey*. Comparing results from one survey to the next is the easiest way to see the progress toward community-level outcomes.
- Archival data should also be collected every 2 to 3 years.

Publishing periodic updates or monitoring reports is a good way to keep community members informed on the progress toward outcomes. This is a valuable way of getting feedback and continued support from the community.

We'll learn more about evaluating progress toward your desired outcomes later in this training and in the *Community Plan Implementation Training*.

Note to trainers: Some communities will have used only archival data to identify their priority risk factors. Others will use surveys other than the *Communities That Care Youth Survey*. If they then use the *Communities That Care Youth Survey*, they could have trouble measuring progress over time.

One possible solution for communities in this situation is to recommend that they use the same data-collecting process for their reassessment after two years. In year number three, communities can use the *Communities That Care Youth Survey* to gather new data and rewrite their outcomes. In the rewrite, communities can write outcomes for protective factors that they could not address at first.

Suggest to communities that they can keep the archival data-based risk-factor outcomes and add additional outcomes using the new data.



Slide 2-25

Notes

Continued monitoring

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- Know the data to be collected.
- Know who is responsible for data collection.
- Know how outcomes will be reported.
- Determine what resources will be needed for future assessments.

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Objective 3: Use outcomes for community evaluation.

Collecting data and monitoring outcomes will require effective and coordinated planning. Community leaders must work together to identify what needs to be monitored and when evaluation of data should take place. Here are a few tips to consider before the actual process of collecting and monitoring data:

- *Know what data will be regularly collected. Keeping this a key focus will help ensure that desired outcomes are met within their expected time frames.*
- *Determine who will be responsible for managing the data collection and when data will be collected.*
- *Know how you will report the outcomes when they are achieved so you can keep other members of the community informed. Sharing the outcomes with community members can be a good way to provide recognition for those involved in the effort—and for your community's young people.*
- *Determine what resources will be needed to support continuing assessment. This is vital for monitoring change as you continue toward your vision.*

**Phase Four:
Creating a Community Action Plan**

Communities That Care

Community Planning Training Day One: Strategic Planning

Module 1 Overview

Milestone: The Community Board has the capacity to create a focused Community Action Plan

Module 2 Developing Community-Level Outcomes

Milestone: Specify the desired outcomes of the plan, based on the community assessment data

Module 3 Selecting and Investigating Programs, Policies and Practices

Milestone: Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps

Module 4 Developing Participant and Implementation Outcomes

Milestone: Develop implementation plans for each program, policy or practice selected

Community Planning Training

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Notes

Let participants know that in the next module they will work on identifying and selecting programs, policies and practices for the Community Action Plan.

Notes